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ABSTRACT

Educational programs geared for older adults are a recent development in colleges. While certain physical handicaps may occur older persons can learn, nonetheless. Older adults are interested in learning new things and are excited by interacting with younger people in intergenerational college courses. Many programs are being built on the 1965 Higher Education Act and other adult education legislation. The most recent of these, and perhaps most innovative, is ELDERHOSTEL. ELDERHOSTEL offers residential academic programs to persons over sixty within a network of over 100 college and university campuses in eighteen states for one-week periods. ELDERHOSTEL began in 1974, and in its first days offered fifteen weeks at five colleges to 220 persons. By 1977, 1,541 persons were being served. The national office, located in Newton, Massachusetts, directs program coordination, standardization, and evaluation. Generally, liberal arts programs have been stressed. Each school is required to provide three college-quality courses with seven to ten contact hours a week. Courses are noncredit and require no tests, grades, or homework. Most programs are initially funded under Title I of the 1965 Higher Education Act. ELDERHOSTEL attempts to integrate older adults into the larger society through intergenerational classes. (CSS)

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MEETING THE EDUCATIONAL NEEDS OF THE OLDER ADULT: ELDERHOSTEL AS A PROGRAM IN COLLEGIATE EDUCATION

by

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Learning as a lifelong process is gaining ground. More and more, theories that learning declines with age are being dispelled. Learning is precipitated by the need to adapt, and "some of the greatest changes in life and deed for continual adaptation come with such events as retirement, death of a spouse, and declining health." (1)*

The population of the United States is growing older. In 1975, there were just over ten percent of the population who were age 65 or older. It is predicted that by the year 2000, this age group will number 30 million. (2)

With this shift in the age of the population, it becomes necessary to recognize the needs of such a population--socially, physically, psychologically, and with all these considerations, educationally.

Colleges and universities are recognizing their increasing responsibility to the community at large, not merely to the former clientele of persons roughly ages 18 to 22. With this developing awareness of the community, comes a corresponding interaction to it, and sensitivity to the various strata of age groups within the community.

Educational program geared for older adults are a recent development in colleges. It is recognized that older persons are not at all unable to learn new things, and to take an interest in such. While certain physical handicaps may obtain, they are not preventive factors to learning. Hearing, vision, smell, taste, touch--the five senses, become less acute in some people as age increases. Perhaps most pronounced of these declines are in hearing and vision. Kidd notes the percent range of visual acuity with certain age groups: (3)

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*References will be found at the end of the paper

AGE GROUP	PERCENT WITH NORMAL VISION
below 20	77
20 - 24	68
25 - 29	61
30 - 34	60
35 - 39	55
40 - 44	50
45 - 49	35
50 - 54	25
55 - 59	18
60 and over	6

Normal vision is defined as 20/20--being able to perceive and identify letters as small as an average normal person can perceive at 20 feet.

In a given population of older adults who are in a class, most wear glasses and some may be expecting cataract operations. (4)

Hearing acuity is the next most noticeable area of physical decline in the older adult. Auditory disability generally may increase from 5 percent in persons under age 15 to about 65 percent in adults 65 years of age or older. At this age and older there is "considerable loss at the highest frequencies, beyond 10,000 cycles per second, and also of very low frequencies of 125 cycles per second or less". (5) "Twenty percent of men and twenty percent of women after age 75 experience a loss of high frequency tones." (6)

Other physical characteristics that occur with old age are generally decreases in speed, less elasticity of body cells, some decrease in strength, more fragile bones. (7) Merriam notes "slower reflexes and a poorer sense of balance." Psychologically, "the need for security becomes greater as one gets older. Adjustment to new environments becomes difficult . . . the aged take comfort in familiar surroundings". (8)

Intellectually, many myths prevail which create decided handicaps both in attitude of those educating older adults and those being educated.

Older persons are expected to behave as "old" persons, exhibiting forgetfulness, and other characteristics of being "senile". Aphasia, or dysphasia, a deficiency in communication which is a loss in power to use or understand language, exhibits itself as repetition, faulty sentence structure, incompletion of thoughts, or failure to develop abstract topics in a discussion. The characteristic of aphasia is often caused by disease or injury to the brain (not merely to advancing age). (9) "The ability of older persons to learn continues with a high degree of efficiency to at least age 70." (10)

Assumptions that somehow adults do not need the same attention to development as children view the adult as a finished product, generally at maturity, with the later years of life seen as reflective of the good life that is now past. Rather the adult, whether at middle or later life, is always a becoming person. If he is slower, it is more attributable to attention to detail and accuracy than merely slowing down.

It may be said that most senility is unnecessary, and can be prevented by the exercise of intellectual effort. As long as the brain is not damaged by disease, stimulation and change in motivation can reverse any trend toward senility. "The human brain enlarges throughout life; it does not atrophy . . . " (11)

Retirement goes hand in hand with "old age". It connotes a number of ideas--some positive, some negative. There are those who see it as the opportunity to sleep in in the morning, determine one's own schedule, in short to do as one wishes. Yet on the negative side of the scale is the lack of stimulation of the workaday world; feeling of being useless to society, not needed. It is the atrophying of the spirit that evolves from

such a situation that frequently brings on symptoms of senility. Yet, the older American can have other roles during retirement. Jaber F. Gubrium cites two theories of aging that bring to bear on the psychology and physiology of the older person. These are the theories of "activity" and of "disengagement". Gubrium notes the activity theory embracing, according to the theorists, a "worklike" experience. However, this experience for an older person is a role that is not clearly defined. (12) Hiemstra notes that the theory postulates that an older person's morale will be high as long as he or she is able to stay active even if faced with role reductions and changes. (13) This still leaves parameters of activity undelineated. In short, an older person has to define his own roles; yet this same person may be severely limited by reduced income, physical incapacity, lack of transportation, or whatever. On the other hand, disengagement involves "social and personal (withdrawal)". (14) It implies mutuality of this interaction between the older person and society, and vice versa. Yet, it may be seen that despite stereotypic views that have prevailed, the older person is taking active charge of his life and demonstrating a desire to continue an active and relevant engagement with society. Yet, isolation and loneliness are characteristics of retirement that many older people have to contend with. (15) Thus, in spite of limitations of handicaps, these people want such things as education, and such education that considers them an integral part of the active, producing society. They are very much excited by intergenerational college courses for instance, that are provided as bona fide programs taught by qualified and competent faculty, where young people interact with the older adults, and both stimulate learning for one another. This has a bearing for planners and educators involved with adult programming.

It may be seen that this restless, active "lobbying" power of older adults has generated legislative action that has affected positively the development of programs for this age group, at the higher education level among others. Programs all have a positive thrust in that they are premised on the fact that the older adult is just as eager to learn, if properly motivated, as the younger person. Forthermore, such an adult brings to a classroom situation vast life experience; frequently expertise in a certain area; an example to the young, and surprisingly to many people, a broader mind than has been accredited to them.

In 1965, the education of adults was considered with the passage of the Higher Education Act of 1965, passed November 1965. Title I of the Act concerned itself with community service and continuing education programs, most especially in subsequent amendments to the original act. The 1965 Act defined any community service program as

> "an educational program, activity, or service, including a research program and a university extension or continuing education offering which is designed to assist in the solution of community problems in rural, urban or suburban areas, with particular emphasis on urban and suburban problems, where the institution offering such program activity or service determines
>
> 1) that the proposed program . . . is not otherwise available;
>
> 2) that the conduct of the program . . . is consistent with the institution's over-all educational program, and is of such a nature as is appropriate to the effective utilization of the institution's special resources and the competencies of the faculty.
>
> Where course offerings are involved, such course must be university extension or continuing education courses, and must be
>
> A) fully acceptable toward an academic degree, or
>
> B) of college level as determined by the institution offering such courses." (16)

This definition has be revised under Public Law 94-482, Education Amendments of 1976 Title I, to include

> "the expansion of continuing education in colleges and universities . . . the term 'continuing education' means pst-secondary education designed to meet the educational needs and interests of adults, including the expansion of available learning opportunities for adults who are not adequately

served by current educational offerings in their communities." (17)

Continuing education programs as a concept is used with the concept of community service to embrace the whole range of possible educational services for adults. The law emphasizes sharing of human and other resources that "will expand learning opportunities for adults in the area being served." (18)

Adult education programs are being built on the Higher Education Act of 1965 and its amendments, as well as on the Adult Education Act and other legislation that will help in providing and improving educational services to the aged adult.

While several programs will be noted here, the most recent of these, and perhaps the most innovative in its focus and method, ELDERHOSTEL, will be discussed at length.

All programs that purport to educate the older adult in areas not specifically geared to the immediate pragmatic needs of a "senior citizen" are those which in effect broaden the thinking and the attitudes--in short to "liberate" the person. These courses, whatever their nature, can be called "liberal arts" course even while they may not embrace the classical areas of study--Greek, Latin, Mathematics, Rhetoric, Music, Philosophy, or Astronomy--not will such courses necessarily exclude these areas.

Education of the older adult at the college level is in itself a fairly recent phenomenon, as mentioned earlier. Yet it is being discovered that this is a viable direction in which to go; that the intended clientele does not necessarily have to possess prerequisite college entry level schooling. If no physical handicaps seriously inhibit the person,

there is no reason for such an individual not to engage in learning at this level. Thus, colleges and universities are recognizing in Americans over sixty a potential student body for their programs. This student body is indeed providing "higher education with a true opportunity to broaden the traditional normal student body of 18-21 year old, broaden the scope of university commitments, and involvements within society, and encompass the goals of life long education." (19) Colleges and universities are truly reaching out into the community to a group of people who actively seek an exciting learning experience. The institutions of higher education have begun working with various government agencies, social institutions, State Arts Agencies, State Humanities Committees and Commissions on Aging in states (20) to bring about unique and meaningful programming.

Several program already in progress recognize that the arts and humanities can serve the elderly well. Clemson University offer "College Week for Seniors", a two week program that is similar in idea to that of ELDERHOSTEL to be discussed later, in that participants reside on campus, and utilize as fully as they wish the intellectual, recreational and physical facilities of the campus. (21) The University of South Carolina had initiated a program that began as a pilot demonstration at that campus. It became the Southeastern Center for the Arts and Humanities Programming for Elders. Its focus is in its role as a model for programming in the arts and humanities for the elderly. It also developed a computerized information center for programs. (22)

Other programs that have been tried include an offering by the Continuing Education Center of Furman University of South Carolina of a program call "Alienation". It was well attended by older people from

diverse cultures and backgrounds. The University of South Carolina also offered through its Center for Cultural Development a program in Columbia called "For Seniors Only". There were programs presented in music and theater, utilizing methods in both entertainment and workshops. The center combined with the South Carolina Arts Commission and the Columbia Kiwanis Club (23) thus utilizing community as well as university resources.

James L. MacKay and Leroy E. Hixson are both involved with the NRTA-AARP Institute of Life Long Learning (24) and have recognized in their involvement with education of the elderly many philosophical and practical approaches to adult education.

Donald Hoffman surveyed 1018 elderly Americans to determine preferences for uses of leisure time, previous experiences and present interest in the arts and in types of extension programs as well as methods of presentation. He noted that many people in this age range preferred entertainment as well as involvement (doing the activities themselves, group or workshop involvement. (24)

All teachers of older adults, regardless of what program they may be involved in, must have basic understandings of physiology and psychology of those they teach. To reiterate, the adult is a becoming, not a finished, person. The fact that he is older does not necessarily vitiate this fact. Older learners bring to the classroom great stores of knowledge that may be unorganized; the teacher's job is to recognize the distinct characteristics and potential contributions of each of these persons, and bring this knowledge to consciousness in an organized way. This can best be done through active participation of the learner. (25)

It is noted that older students like a class to be enjoyable, without obligatory assignments or pressures. Suggested readings may be given, for instance, but stress can occur, if it is not made clear that such readings are purely voluntary. Obstacles to learning may also include getting to a place; finding the classroom once one is there; cost for people on fixed incomes; a feeling of being intellectually unable to attend a college or university class. (26)

ELDERHOSTEL, as one of the most recent of adult programs on a college campus, has as its aim to recognize these obstacles to learning, and, in cognizance of the diverse make-up of the older adult population, to provide a learning atmosphere that takes older adults seriously, recognizes them as integral and participating members of society. It seeks to develop their unique abilities, to make contributions, yet to keep programs as stress free and enjoyable as possible. Since its beginning, ELDERHOSTEL has developed the attraction of a clientele that takes its own education seriously, and is not merely looking for a cheap summer vacation.

ELDERHOSTEL is a service mark from the patent office. Any institution using this name must have permission from the national Board of Directors, and abide by its standards. (27) Specifically, it is a residential, academic program that brings a small group of older citizens to a college campus for one week periods. The participants are housed in a residence hall chosen to be the hostel and take their meals in the dining hall with other summer students." The program is centered in the national office located in Newton, Massachusetts, and, while it began in New England, it has fanned out to other parts of the United States. It is comprised of

over one hundred colleges and universities in eighteen states which form a network offering lowcost courses. An older person may conceivably move from one campus to another, taking courses that appeal to him. The programs are generally limited to thirty to forty elders per week. (28)

Course offerings vary among the campuses involved, and offer a wide range of subjects and interests.

Martin P. Knowlton, formerly an engineer and high school teacher, traveled through Europe for several years, backpacking to youth hostels. He later opened a youth hostel in the United States. Mr. Knowlton, together with David Bianco, a graduate of Brandeis University and director of residential life at the University of New Hampshire, used their experiences and conceived of the idea in relation to older adults. (29) Thus was born ELDERHOSTEL, in September 1974, at the University of New Hampshire in Durham. (30) Mr. Knowlton is presently retired as director, but as of January 1, 1978, he is a member of the Board of Directors. (31)

Five colleges funded by a small development grant from The Spaulding Potter Community Fund (32) in those first days offered fifteen weeks of the new program to a total of 220 persons, who filled 65 percent of the accommodations offered. In 1976, twenty-one colleges in New England offered a total of sixty-nine program weeks to 1260 persons, using all 2000 accommodations afforded to them. Enough applicants to fill twice that number of accommodations were turned away. In late August of 1976, a National Evaluation Conference was held, representing 80 colleges and universities from twenty states. In 1977, the National Board of Directors and the National Office were established to ensure quality and to guide program expansion. (33)

The summer of 1977 showed further growth in the program in that 1541 persons were served for 2348 people weeks. Furthermore, 531 additional such weeks were requested by the attending clientele, along with another

900 people who wanted 1500 extra weeks. New York, Massachusetts, Florida, Connecticut represented the greatest growth. (34)

It was necessary to establish the location of the national office in a place other than that of the New England Center for Continuing Education at Durham, New Hampshire, where the program began. It was then moved to Newton, Massachusetts. With the retirement of Martin Knowlton in 1978, the ELDERHOSTEL National Office would be headed by William Berkeley, Jerry Foster and Michael Zoob. The Board of Directors consists of the Chairman, Charles Odell, and seven members, including Mr. Knowlton. These members have participated in various agencies serving the aging person, such as: The Commission on Aging in Rhode Island and the Academy for Educational Development. Two other members have been instrumental in founding organizations devoted to this work, viz: Ollie Randall founded the National Council of Older Americans, and Frank Manning founded and served as Executive Director of the Massachusetts Council of Older Americans. (35)

The functions of the national office of ELDERHOSTEL involve coordination, standardization, and evaluation. It oversees the program in the following ways: (36)

"1) establishment and approval of new regions
2) approval of all regional director appointments
3) establishment of guidelines for courses, accommodations, and selection of new schools
4) coordination of regional evaluation activities
5) fund raising
6) national publicity and public retlations
7) long-range financial and program planning
8) information gathering and research
9) general public advocacy for educational opportunities for retired persons."

Regional offices, having anywhere from ten to as many as thirty institutions in one single state, or in a multi-state area serve the program by assuming the following responsibilities: (37)

"1) publicity and public relations
2) recruiting
3) receipt of applications
4) placement of applications and notification of applicants and colleges
5) screening of new host institutions
6) training personnel of new institutions
7) maintenance and enforcement of standards for courses and accommodations
8) establishment and training of evaluation teams
9) coordination of visiting evaluation teams
10) annual review and approval of next summer's programs
11) visitation of summer programs
12) administration of hostelships."

There were thirteen regional offices, located in the states of Florida; Iowa, Michigan, Minnestoa, New England Region and New York Region in Durham, New Hampshire; North Carolina, Northwest Region at Missoula, Montana; Ohio; Pennsylvania; Texas, West Virginia and Wisconsin. (38) According to a recent brochure for Pennsylvania, there are eleven. (39)

For any institution involved in ELDERHOSTEL, standards and requirements come from the national office. This ensures consistency and quality throughout in order that an older adult going from one institution or region to another may receive the best of the unique offerings of any institution.

Martin Knowlton stresses the liberal arts aspect of the courses. He emphasizes that all colleges in the program offer courses that have as their intellectual content and quality that which would be offered to any one in the college program. This means no courses are to be offered that are designed specifically for the elderly or are technical in nature. He notes Aristotle's view of the liberal arts as being "distinguished both by the learning that is involved and by the motivation of the learner." The courses can actually become liberating, regardless of content. (40)

Courses already offered in the ELDERHOSTEL program run the gamut from "The Role of Philosophy in Every Day Life" through "The Poetry of Robert Frost" to "House Plant Horticulture". Mr. Knowlton noted from comments of Elderhostelers that such courses have truly lifted the minds and spirits of the people participating in them. (41) They like the "traditional disciplines". (42)

Each school is required to provide three college quality courses, offering seven to ten contact hours a week, with no overlaps or conflicts and no evening classes. There should be no limits on capacity in each class, as the maximum number of hostelers for a given hostel of a week is forty. Colleges are urged to keep the commuter numbers small. (43)

Typically, a wine and cheese party is held Monday night of each week, to help hostelers to get acquainted. (44)

Gayle Kloosterman, coordinator of the New England Region, further mandates for her region specifically that each dormitory have a live-in resident to take charge of things. She recommends strongly that such a person have a genuine interest in people, and plenty of physical stamina. Anyone in this capacity in her region must be trained at her office, at the region's expense. (45) Such requirements are generally typical of what the national office would expect of all thirteen regions.

Instructors in the program are all expected to be regular qualified college faculty.

Those who enroll in ELDERHOSTEL are ary one over sixty years of age. The program is aimed chiefly at those of limited income; however; this is simply to consider the cost factor; there are no other limits apart from the bottom age limit. Many participants have not completed formal education, but find that the noncredit course which require no tests, grades

or homework, are stimulating and exciting. (46) These people find that their own life experience has opened them to new learning adventure. Elderhostelers have ranged in previous education achievements from grade-school drop-outs to Ph.D.'s.

What then do the older adults like about ELDERHOSTEL generally that has made it grow so much in just three years. The change that the program offers, its setting on American college campuses where a bit of romance about the "American Dream" still exists, at least in the minds of these participants. They like the time factor of one week at a time, enabling the hostelers to take one week or several weeks of courses. The cost is low--maximum is $105 per week, as recommended by the National Office, with $95 going to the participating college, $10 to the regional office, and $1.00 to the National Office. (47)

Courses offering stimulating intellectual but also social opportunities have won praise. Perhaps the best courses are those in which Elderhostelers and regular collegians have mingled. This occurred at Franconia College, where Dr. Ira Goldberg, president and professor of psychology, modularized courses so that Elderhostelers could participate in discrete units of one week or two within the course. Not only did the older adults benefit from contact with the younger students, but vice versa; in each case stereotypic ideas of both youth and aged were dispelled appreciably. (48) So also did the teachers themselves find that these courses were among the best. Intergenerational learning is perhaps the best outcome of the unique program of ELDERHOSTEL and should be developed on a wider scale.

Lodging accommodations have received mixed comments. While the accommodations are not luxurious, they are comfortable. However, many

elder people did not care for the communal lavatories. Many did, however, report better health due to walking from dormitories to dining halls. Socialization among themselves, and also between the older adults and the younger students often occurred in the beginning years of the program. It was especially noteworthy that younger people, after a contact with Elderhostelers, went back to their own families with a deeper and kinder appreciation of older members. (49)

Most ELDERHOSTEL programs are initially funded under Title I of the Higher Education Act of 1965, and its subsequent amendments, which have stipulated generally what ELDERHOSTEL as a program has attempted to carry out specifically, that is, offering programs of college caliber and quality to adult citizens of the community. The aim is for all ELDERHOSTEL programs to become viable in themselves, which may mean an eventual raise in rates at various institutions.

The New England ELDERHOSTEL Consortium, which was the originator and now the program model, presently has one institution in Maine, ten in Massachusetts, seven in New Hampshire, one in Rhode Island, and two institutions in Vermont that serve as hostels. (50) Two other regions that will model after it are Pennsylvania and West Virginia, both of which are forming in the summer of 1978. The Pennsylvania consortium, directed by Michael A. Ciavarella and located at Shippensburg State College, consists of the following institutions: California State College, California; Cedar Crest College, Allentown; Cheyney State College, Cheyney; Juniata College, Huntingdon; Keyston Junior College, La Plume; Lycoming College, Williamsport; Mercyhurst College, Erie; Messiah College, Grantham; Shippensburg State College, ~~Williamsport~~ Shippensburg. (51) Six additional institutions that

will hold ELDERHOSTEL programs are Mansfield State College, Mansfield; Misericordia College, Dallas; Mt. Aloysius Junior College, Cresson; Pennsylvania State University, University Park; Seton Hill College, Greensburg; and the University of Pittsburgh-Bradford, at Bradford. (52)

Mrs. Vivian Henderson, in a personal interview with her at her Seton Hill Office, April 10, 1978, presented courses that are described in a preliminary brochure which will soon go to the printers. For the first week, July 16-22, the following courses will be offered: "You and Your Environment"; "Nature Printing"; and "Musical Roots of the United States". From July 23-29 Religion and the World in Dialogue; Introduction to Art Elements; and a course in Literary Reviews will be held. The last week, from July 30 to August 4 will feature courses centered around the theme of the twenties. They will be coordinated by the Seton Hill English and History Departments and include The Dry Decade: Fads and Ballyhoo of the 1920s; The Lost Generation: Writers and Prophets in the 1920s; and Recovering the Past: Folklore and Child's Play in the 1920s.

Mrs. Henderson further stated that the program would most likely include a theater party each week, preceded by a lecture on an aspect of theater. Other activities would include field trips to the Conservancy and possibly to Fallingwater; to a modern farm on Route 119 out of Greensburg and an historic trip to Ligonier. She emphasized the academic nature of all activities, necessary for funding.

The Pennsylvania Consortium will aim its programs at "retired elderly citizens, who although living on fixed incomes, want to take courses in a college or university setting that enables them to think, to interact

and to participate meaningfully in educational experiences that enrich and fulfill their lives." It is felt that by the establishment of the consortium, the "commitment of 'service to the elderly' becomes a reality and serves as a humanistic model that all institutions of higher education might eventually want to implement." (53)

West Virginia also is offering ELDERHOSTEL for the first time this coming summer. The Regional Office for the state is located at Fairmont State College, and is directed by Dr. Robert Bauer of the Psychology Department. The West Virginia Program is funded under Title I of the Higher Education Act of 1965 for $20,000 and under the West Virginia Commission on Aging for $5000. (54) Thus the residency cost to each hosteler will be $65 per week. (55)

Eight institutions will offer ELDERHOSTEL in sixteen weeks during June and July 1978. These eight schools are Bethany College, Bethany; Wheeling College, Wheeling; West Liberty State College, West Liberty; Fairmont State College, Fairmont; Glenville State College, Glenville; Shepherd College, Shepherdstown; West Virginia State College, Institute; and Marshall University, Huntington. (56)

Glenville State College will offer four weeks of ELDERHOSTEL from June 11 to July 15.* Dr. Irvin D. Talbott, Chairman of Community Development and Research, is directing the program at Glenville. Cost to Elderhostelers will be $65 a week, including all meals, lodging and instructional materials. (57) Courses will cover a wide range of interests, viz.: From June 11-17, "Appalachian Folk Culture" will be offered by

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*Original information in flyer indicated June 11 to July 1 for Glenville. Additional information indicated an additional week, July 9 to 15.

Mr. Mack K. Samples, who has been active in musical activities with the West Virginia State Folk Festival in Glenville; from June 18-24, the following courses will be offered: "Ornamental Horticulture: Indoor Plants and Flowers" will be taught by Mary Ross, a young horticulturist who came to Glenville two years ago, and besides having addressed several public audiences on the subject, writes a weekly column in the Glenville Democrat.

Dr. Bruce Flack is teaching a course called "Roots: Searching for your Family History". Dr. Flack is chairman of the Social Sciences Division, and has taught many television programs related to history and culture. Dr. Flack specializes in American history.

Dr. Robert Deal of the Biology Department is teaching "Wildflower Identification". He has conducted regular field trips and excursions into various parts of the state to study plantlife, and has lectured on the subject before numerous public groups.

From June 25 to July 1, Glenville will offer three courses: "The Individual and the Law", being taught by Mr. James Hinter of the Business Department. Mr. Hinter is a Certified Public Accountant, and has done much work for the city of Glenville.

Dr. Barbara Tedford, who came to the English Department of Glenville State in the Fall of 1975, will teach "Poetry Writing and Appreciation". She has taught creative writing among other courses, and chairs CHAPP--the Committee for Humanities and Public Policy in West Virginia.

Dr. Edwin Grafton, chairman of the Division of Forestry and Surveying will teach the course "Edible Wild Plants". (58)

Dr. Irvin D. Talbott, Director of the ELDERHOSTEL Program for Glenville, elaborated over the telephone on the extra week of the program that Glenville is planning to offer.

Plans are presently being made at this time to include a course called "Heritage Crafts", to be taught by Mr. Mack Samples; "Indoor Plants" will be taught by Mary Ross; and a course on "Consumerism" will be offered. This will make a four week program in ELDERHOSTEL for Glenville.

Glenville's program is typical in its use of faculty of the college, qualified within their areas, and in its range of course offerings. It is also a college already very much involved in the community, as it has offered folk culture courses every year for one week during the West Virginia State Folk Festival. Older adults of the community have also been heavily involved with the use of the Robert F. Kidd Library for research into local and genealogical history.

ELDERHOSTEL, the newest, and most wide spread uniform program of adult education specifically geared toward integrating the older adult into the larger society, represents a most positive development of the legislation on higher education. It is also a positive factor that the program is not to remain as a funded program indefinitely, but rather to become self perpetuating.

ELDERHOSTEL, governed from within itself, coordinated and guided by a national office but urging its internal units to be self policing, combines the best approaches to humanistic thinking. Using the method of intergenerational classes, appealing to older adults of whatever educational or socio-economic levels, and freeing the elderly people of the stress of requirements of classwork, it represents a forward aspect of rethinking in the teaching of the liberal arts. The program also bears out the fallacy of the following myths of traditional education, at least as shown in responses to the program to date:

"1) Belief in education as a terminal activity, completed upon graduation;
2) Belief that most of the things an individual needs to know can be learned in his years at school;
3) The belief that most of a child's education takes place in the classroom;
4) The belief that the child is more educable than the adult;
5) The belief that a literate person is also educated." (59)

While some comments have been documented on older adult reactions to ELDERHOSTEL (Gayle Kloosterman noted the specific positive reactions of several hostelers who participated more, slept better and just generally engaged in life more after having taken part in the program), (60) three studies are currently underway, as noted by Martin Knowlton. One study will analyze administrative procedure and structures; the second will collect demographic data from registration forms, pre- and post-questionnaires, with protection of privacy insured. The third study will concern behavioral change--what happens to the individual as a result of his participation in ELDERHOSTEL. These studies are receiving financing "by a small grant from the Fund for the Improvement of Post Secondary Education." (61)

ELDERHOSTEL will not be without problems in the future, and will have problems to come. Independent financing, the goal of all institutional programs within each region, will necessitate higher costs, which means not reaching the wide older adult audience that the program aims for. It is hoped a solution can be found.

Administration will put an added responsibility on certain people. Institutions that this writer encountered through telephone or personal interview all indicated a decided willingness and eagerness to develop the ELDERHOSTEL Program, but recognized it as a full time job, not just a side occupation. Many administrators teach and/or hold other positions of responsibility in the college structure. For instance, Dr.

Irvin P. Talbott is Director of Community Development and Research Center at Glenville State in West Virginia; Mrs. Vivian Henderson of Seton Hill, Pennsylvania, is Director of Continuing Education and Summer Sessions. Dr. Talbott is assisted by the Associate Dean of Student Affairs, Karen Thorpe; while Mrs. Henderson is assisted by her secretary, Mrs. Beverly Ficco. The state coordinators in each of these states are likewise involved with duties within their departments. Mr. Michael Ciavarella is Director of the Educational Development Center at Shippensburg State, Pennsylvania; while Dr. Bauer holds a position in the Psychology Department of Fairmont.

Evaluation from the above studies, and from a national meeting to be held in Iowa City from May 4 to May 6, 1978, whould bring further evidence of the values of ELDERHOSTEL, and implications for future planning and growth of this positive program for education of the older American.

"ELDERHOSTEL's attack is on ageism . . ." (62)

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